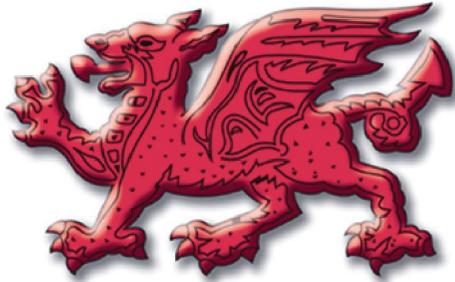




Glamorgan School

Celebrating Learning and Achieving Together

Charter 2022



Glamorgan School Charter 2022

ID Number : 1283

Mission: Celebrating learning and achieving together.

Vision

Glamorgan School is a learning community that is committed to providing relevant, meaningful and challenging learning opportunities, whilst celebrating diversity, individuality and citizenship.

Values

Glamorgan School has built its values (The Glamorgan School Steps to Success) through a programme that reflects the needs and aspirations of its children, teachers and local community. These values are further expanded in the classroom and reflect the Key Competencies of the New Zealand Curriculum. Our vision and values are part and parcel of the teaching and learning programmes we deliver at our school. They are planned for and carefully woven into the everyday life of the school; they are actively promoted and expected of all people within our school community.

All will thrive in a learning environment that develops, promotes and celebrates:

- Thinking
- Relating to others
- Managing Ourselves
- Communicating Effectively
- Participating and Contributing

Glamorgan School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement.

Strategic Goals:

We will develop a learning community that raises student achievement and allows all learners to be successful through:

Curriculum

Curriculum Design to improve student achievement.

Reduce barriers to learning for all learners.

Have high expectations for all learners.

Cultural Awareness

Develop culturally aware and responsive staff so that all parents and students feel welcomed and valued across all our schools.

Meaningfully incorporate Te Reo Māori and Tikanga Māori into everyday practice.

Design and deliver programmes that support and sustain student's identities, languages and cultures.

Relationships

Build effective learning relationships between students, teachers, parents and the wider community.

Partner with whanau and communities to deliver education that responds to their needs.

The Learning Environment

Develop and maintain a healthy, stimulating and enriching learning environment that is safe, inclusive and free from racism, discrimination and bullying.

Glamorgan School is a Decile 10 U6 school situated in the East Coast Bays on Auckland's North Shore. We cater for primary school children from Year 1 to Year 6 and enjoy a diversity of nationalities from within our community. Glamorgan School provides a broad education through a balanced curriculum and is inclusive of all abilities. We identify students and groups of students who are not achieving, are at risk of not achieving or have special needs including Gifted and Talented students. Support is given through a variety of personnel and resources and both Deputy Principals are also assigned the role of Special Education Needs Coordinators. All students have opportunities to experience and celebrate their success and a variety of teaching approaches and strategies are used to meet individual learner's needs across the curriculum.

Cultural Diversity

43.6% of our students are classified as New Zealand (NZ) Europeans, 7.2% NZ Maori, 0.2% Cook Island Maori, 2% Pasifika, 26.5% Asian (18% of whom are Chinese), 13.8% MELAA (Middle Eastern, Latin American, African). The remaining 8.1% of other nationalities include British/Irish, Australian, Polish, Italian, Dutch and Other European. The school also enrolls Foreign Fee Paying students.

Glamorgan School embraces New Zealand's cultural diversity. All cultures will be acknowledged, valued and accepted in all aspects of school life and children will be treated with respect and dignity and valued for the cultural knowledge they can share with others. This requires all personnel to be accepting of other cultures and differences and value each other's heritage, culture and people.

The unique position of the Māori culture

We will recognise and value the unique position of Māori culture in New Zealand by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and the Treaty of Waitangi.

The school integrates Tikanga Maori (Maori culture and protocol) across the curriculum by making use of local people and involving them in school activities, incorporating basic Te Reo into all learning programmes where appropriate, and providing funding and support for Maori programmes. We encourage the correct pronunciation of Māori place names and personal names. Opportunities are provided for students to join the Cultural Group with students having opportunities to perform at a variety of events such as special assemblies and celebrations.

The school consults with its Māori community bi-annually. Achievement data is analysed throughout the year and any children who require support are identified and appropriate programmes provided. Reporting to the Board of Trustees on the achievement of Māori and Pasifika learners will be on-going.

What will we do to provide instruction in te reo Māori (Māori language) for full time students whose parents ask for it?

Requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications, the overall school financial position, resources and the availability of accommodating this within the school. Parents/caregivers will also be notified of the nearest school with a bi-lingual unit.

Numeracy, Literacy and Assessment

Glamorgan School places a major emphasis on Numeracy and Literacy. These areas form the basis of assessment and student achievement data collected. Our teachers strive to improve student achievement where identifying and teaching to student's individual needs remains paramount.

The school uses formative as well as summative assessments to further children's learning. Formative assessment is an integral part of the teaching and learning process at our school with students increasing their capability to set learning goals and targets along with their teacher and take an active part in the learning and assessment of their own progress.

Teachers gather evidence of children's progress in Mathematics, Reading and Writing using a variety of assessment tools and this overall picture of the child is used to make assessments in Reading, Writing and Mathematics and to give some data with which to set the achievement targets.

In 2021 the school aimed to accelerate the achievement of students who were below their expected curriculum level in reading and writing at the end of 2020. The outcome of these targets is included in the Analysis of Variance for 2021.

The school has strong Mathematics and Literacy curriculum teams which come from all teaching levels of the school and who provide further professional development for teaching staff covering both assessment and practical application for numeracy and literacy programmes. The teams have lead teachers who attend relevant professional development and who also encourage other members of staff to lead professional development in a variety of ways therefore ensuring opportunities for leadership are widespread.

With further professional support and guidance for teachers, plus effective systems for identifying children requiring extra assistance and extension, we aim to provide targeted instruction that will further improve outcomes for all students.

Reporting

Our school reporting and assessment timeline is reviewed annually and we have an informative and thorough reporting process that gives parents information about their children's achievement in relation to the New Zealand Curriculum.

Our school will report to students and their parents through Meet the Teacher evening at the beginning of Term 1, individual parent/teacher/child discussions at the end of term 1 and the end of term 2, Sharing the Learning afternoon/evening in term 3, individual parent/teacher/child discussions at the end of Term 4 for those families who request one and two written reports mid and end of year and to the Board and school's community through written reports on the achievement of students as a whole, and of identified groups including the achievement of Māori and Pasifika students.

Through teachers using assessment for learning practices, students are now becoming more involved in setting their own learning goals with the teacher and they are encouraged to talk about their learning and achievement. There is value placed on students sharing their learning and active involvement by parents to support their children. Students are invited to the parent/teacher discussions which are timetabled on an individual basis so they become part of the discussion about their learning and future development. This creates a collective team of child, teacher and family/whanau working together to get the best possible outcomes for the child.

Sharing the Learning open afternoons/evenings now give all students the opportunity to share their learning, progress and achievement with family and whanau in a more informal setting. These evenings are highly valued by the students and their families.

Review and Consultation

The school carries out a thorough consultation process through a community survey once every three years on the appointment of a new Board of Trustees, with Maori and families and whanau biannually and reviews the charter as a Board annually. It will continue to also implement a cycle of self-review in relation to policies, Education Plans, programmes, teacher performance appraisal and attestation and evaluation of information on student achievement.

Health including physical activity

Classroom and school-wide programmes will promote healthy food and nutrition for all students. The school also provides programmes that promote regular quality physical activity and offers extra-curricular sports activities and teams that students can join. Swimming takes place in term 1 and term 4 in the school pool.

Home/School Partnerships

The school has a dedicated team of teachers in the Home/School Partnership Team who arrange for resources to be available for parents to support their children's learning at home throughout the year and organise information evenings which are well attended. This partnership between home and school is highly valued.

Oneroa Kāhui Ako/Community of Learning

Glamorgan School is a member of the Oneroa Kāhui Ako/Community of Learning along with Long Bay, Sherwood, Torbay and Oteha Valley Primary Schools, Northcross Intermediate School and Long Bay College.

Glamorgan School Strategic Plan 2022 - 2024

“Celebrating learning and achieving together.”

Vision

Glamorgan School is a learning community that is committed to providing relevant, meaningful and challenging learning opportunities, whilst celebrating diversity, individuality and citizenship.

Values - Glamorgan School Steps to Success

All will thrive in a learning environment that develops, promotes and celebrates: Thinking, Relating to others, Managing Ourselves, Communicating Effectively and Participating and Contributing.

Strategic Goal	2022	2023	2024
<p>1. Curriculum and Learning <i>Curriculum Design to improve student achievement.</i></p> <p><i>Reduce barriers to learning for all learners.</i></p> <p><i>Have high expectations for all learners.</i></p>	<p>1.1. The Digital Technology curriculum is now integrated into planning and classrooms.</p> <p>1.2 Continue PD on UDL and evaluate progress so far. PD to be completed July 2022.</p> <p>1.3 Continue work to implement the new Aotearoa New Zealand's Histories Curriculum.</p>	<p>1.1 A self-review will be undertaken on the digital technology curriculum.</p> <p>1.2 Teachers continue to use UDL in planning and practice within classrooms.</p> <p>1.3 Implement the History curriculum in classrooms.</p> <p>1.4 Provide PLD for staff in formative assessment.</p> <p>1.5 Curriculum plans are reviewed to reflect a localised curriculum (part 1).</p>	<p>1.1 Implement any further changes needed within the Technology Curriculum</p> <p>1.2 Develop a shared resource bank for teachers across the Kāhui Ako to support learning for children with complex needs that includes UDL as a resource.</p> <p>1.3 Teaching programmes evaluated and updated.</p> <p>1.4 Children will be setting their own goals based on formative and summative assessments along with their teachers.</p> <p>1.5 Curriculum plans are reviewed to reflect a localised curriculum (part 2).</p>
<p>2. Cultural Awareness <i>Develop culturally aware and responsive staff so that all parents and students feel welcomed and valued across all our schools.</i></p> <p><i>Meaningfully incorporate Te Reo Māori and Tikanga Māori into everyday practice.</i></p> <p><i>Design and deliver programmes that support and sustain student's identities, languages and cultures.</i></p>	<p>2.1 Consult with the school's Māori and Pasifika community regarding achievement of and aspirations for Māori and Pasifika students.</p> <p>2.2 Build a database of parents and whanau who can help the school.</p> <p>2.3 PD to give staff knowledge of other cultures.</p> <p>2.4 Improve connections with families who have English as a second language.</p>	<p>2.1 Continue to promote cultural connections for families and whanau and opportunities to work together in the school.</p> <p>2.2 Help from whanau with language, culture and local history to inform learning programmes in the school.</p> <p>2.3 PD to give staff knowledge of other cultures</p> <p>2.4 Develop communication plans for families with English as a second language.</p>	<p>2.1 Consult with the school's Māori and Pasifika community regarding achievement of and aspirations for Māori and Pasifika students.</p> <p>2.2 Hui are established and whanau attend feeling welcome and comfortable to share their ideas for children's learning.</p> <p>2.3 Implement ongoing PD for staff to improve their knowledge and understanding of the main cultures in our community.</p> <p>2.4 Improve parents' understanding about NZC and how our schools 'operate'.</p>

<p>3. Relationships <i>Build effective learning relationships between students, teachers, parents and the wider community.</i></p> <p><i>Partner with whanau and communities to deliver education that responds to their needs.</i></p>	<p>3.1 Review resources for parents to support their child’s learning at home.</p> <p>3.2 Participate actively in the Kāhui Ako as schools.</p> <p>3.3 Review and revise our transitions between schools.</p>	<p>3.1 Establish open days/evenings for parents to see learning in action.</p> <p>3.2 Organise events across all schools.</p> <p>3.3 Prepare a plan to improve these transitions including with other schools in our Kāhui Ako.</p>	<p>3.1 Organise events for the wider community to attend e.g., information evenings, gala, sports days.</p> <p>3.2 Encourage parents and whanau to attend events across the whole community.</p> <p>3.3 Implement changes across the Kāhui Ako to ease anxiety in children who transition between our schools including from Early Childhood Settings.</p>
<p>4.The Learning Environment <i>Develop and maintain a healthy, stimulating and enriching learning environment that is safe, inclusive and free from racism, discrimination and bullying.</i></p>	<p>Emotional Environment</p> <p>4a.1 Collect data on student/staff wellbeing.</p> <p>4a.2 Implement PD/programmes with staff.</p> <p>4a.3 Hold events when children can come together across the school and build relationships.</p> <p>Physical Environment</p> <p>4b.1 Maintain grounds and buildings to a high standard.</p> <p>4b.2 Pool – replace broken pumps, pool cover, shade sails and support structure.</p> <p>4b.3 Complete drainage behind rooms 12-14.</p> <p>4b.4 Remove shade structure in the top playground.</p> <p>4b.5 Relay matting under playground by the pool.</p>	<p>Emotional Environment</p> <p>4a.1 Identify areas of action from the data and implement programmes/ideas.</p> <p>4a.2 Review staff on wellbeing to see if we made a difference.</p> <p>4a.3 Collect student feedback on events and plan for the future.</p> <p>Physical Environment</p> <p>4b.1 Maintain grounds and buildings to a high standard.</p> <p>4b.2 Install the playpod container.</p>	<p>Emotional Environment</p> <p>4a.1 Review student wellbeing.</p> <p>4a.2 Implement any further programmes or PLD.</p> <p>Physical Environment</p> <p>4b.1 Maintain grounds and buildings to a high standard.</p> <p>4b.2 Upgrade courtyard 1 by rooms 1-7.</p> <p>To carry forward - from 2025 onwards upgrading of two playground areas by the field and by room 16 (or new areas as determined by the Board at that time).</p>



Glamorgan School

Key:

Completed ■ In progress ■ Not done ■

Annual Plan 2022

	Action	Who	By when	Any costs?
1.1 Staff PLD in the Digital Technology Curriculum	<ul style="list-style-type: none"> Use internal expertise to provide staff development Team leaders ensure DT is included in long term planning and followed through into classroom programmes 	<ul style="list-style-type: none"> Martin (DP), Valentin and E Learning team Team Leaders, DPs and Principal 	<ul style="list-style-type: none"> All ongoing throughout the year 	
1.2 Identify barriers to learning through using data collated on complex needs through the Kāhui Ako Reduce barriers to learning for all learners	<ul style="list-style-type: none"> Using survey completed in 2020 and the identified most common need causing concern- identify what support teachers and TAs need Prioritise the support needed Explore how Universal Design for Learning (UDL) principles can support teachers and staff CORE Ed to facilitate PLD for staff on UDL including a teacher only day and 6 days in classrooms with teachers. PD contract to end June 2022. 	<ul style="list-style-type: none"> Within School Lead teacher with help from DPs/SENCOs and Kāhui Ako ASLs and WSLs Principal with help from Facilitator 	<ul style="list-style-type: none"> Term 1 Term 1 onwards February 2022 March and May 2022 	<ul style="list-style-type: none"> None – completed as a part of Kāhui Ako work. None - centrally funded PLD accepted by Ministry of Education.
1.3 Continue work to implement the new Aotearoa New Zealand's Histories Curriculum	<ul style="list-style-type: none"> Teams to review the draft curriculum with particular attention to the learning objectives for their year level to begin with WSL will provide a suggested school wide curriculum for teachers to trial 	<ul style="list-style-type: none"> Within School Lead teacher, Principal, DPs, teachers 	<ul style="list-style-type: none"> Term 1 onwards 	<ul style="list-style-type: none"> None
	Action	Who	By when	Any costs?
2.1 Develop culturally aware and responsive staff so that all parents and students feel welcomed and valued across all our schools. Meaningfully incorporate Te Reo Māori and Tikanga Māori into everyday practice.	<ul style="list-style-type: none"> Consult with the school's Māori and Pasifika community regarding achievement of and aspirations for Māori and Pasifika students Present to whanau what the school is currently doing Weekly phrases to build te reo in everyday situations Subscribe to online sites such as The Maori Classroom and Waiako Take a few ideas from whanau and implement them in the school Collate names of those willing to help with language/kapa haka/weaving/string games etc Establish times when whanau can come to school and help and coordinate helpers Add to database in 2.2 	<ul style="list-style-type: none"> Within School Lead Teacher and Maori team 	<ul style="list-style-type: none"> Hui in term 1 Presentation at Hui Ongoing all year Implement ideas over terms 2 and 3 Terms 1 and 2 	<ul style="list-style-type: none"> Food for hui \$300 Any costs for projects coming from the hui to be presented to the Board

2.2 Build a database of parents and whanau who can help the school.	<ul style="list-style-type: none"> • Advertise in the school newsletter, by email and any other technologies for parents and whanau who can help at school including lunch times 	<ul style="list-style-type: none"> • Principal, Home School Partnership Team and leader 	<ul style="list-style-type: none"> • Advertise term 1 • Coordinate help term 1 • Implement terms 2-4 	
2.3 PD to give staff knowledge of other cultures.	<ul style="list-style-type: none"> • Kāhui Ako workshops • Identify needs of teachers • Review existing PD in other schools- what is working well that can be improved/shared • Look into PD options for staff based on survey needs • Review and summarise these • Present options to Principal 	<ul style="list-style-type: none"> • Kāhui Ako principals, Across School Lead teachers and Within School teachers • Principal to plan time for sharing at staff meetings • Within School Lead Teacher, ESOL teacher 	<ul style="list-style-type: none"> • Term 2 and 3 • Term 2 	<ul style="list-style-type: none"> • Costs met by Kāhui Ako
2.4 Improve connections with families who have English as a second language	<ul style="list-style-type: none"> • Collect, summarise and analyse data on our percentages of students and families who have English as a second language • Identify main ethnic groups in our community • Review what schools are currently doing in this area to identify best practice • Look at what other Kāhui Ako have done/are doing in this area • Identify people in our schools and communities who can support us • Identify other people outside our community who can support us • Establish a process to get feedback from our main cultural groups 	<ul style="list-style-type: none"> • Within School Lead Teacher, Principal and Kāhui Ako ASLs, WSLs, ESOL teachers 	<ul style="list-style-type: none"> • Across the year 	None
	Action	Who	By when	Any costs?
3.1 Provide resources for parents to support their child's learning at home.	<ul style="list-style-type: none"> • Review the school website resources • Make learning packs for students to support families if needed in self isolation due to Covid19 • Provide parents with ideas to support their child's learning • Getting feedback from parents on how they think they could support their child at home • Organising 2 information evenings for parents • Use Mathletics and Reading Eggs with students • Use SeeSaw/Google classroom to connect with parents and children 	<ul style="list-style-type: none"> • Home/School Partnership team • Teachers, DPs, Principal • Teachers, parents and students 	<ul style="list-style-type: none"> • Packs ready term 1 • Feedback from parents term 1 • Terms 1,2,3 • Ongoing all year 	<ul style="list-style-type: none"> • Photocopying costs • \$500 for information evenings if not using staff • Parents pay for reading Eggs and Mathletics • SeeSaw and Google classroom/Hapara platform in budget

3.2 Participate actively in the Kāhui Ako as a school.	<ul style="list-style-type: none"> Ensure the school is represented at meetings Actively recruit staff for positions available within the Kāhui Ako Attend workshop sessions Connect with other teachers Share ideas and resources for the benefit of all 	<ul style="list-style-type: none"> Principal, Board of Trustees, DPs, WSLs All teachers and Senior Leadership team 	<ul style="list-style-type: none"> Ongoing throughout the year Terms 2 and 3 At workshop sessions and meetings 	None
3.3 Review and revise our transitions between schools.	<ul style="list-style-type: none"> Review existing transition processes and procedures from ECE- Primary- Intermediate- Secondary Survey students (with parent help for New Entrants) at key transition points to get their view on transition e.g. New entrants and new children to our school Identify what is working well and what could be improved Look at what other Kāhui Ako are doing/have done to strengthen transitions Look at research on transitions Look at transitions from ECE into Primary 	<ul style="list-style-type: none"> Within School lead teachers, Across School Lead teachers, DPs, teachers 	<ul style="list-style-type: none"> Term 1 and 2 Termly for New Entrants, Term 2 for new students within our school 	None
Emotional Environment	Action	Who	By when	Any costs?
4a.1 Collect data on staff and student wellbeing. <i>and</i> 4a.2 Implement PD/programmes with staff.	<ul style="list-style-type: none"> Survey students about their wellbeing Identify some key areas of wellbeing we can influence Develop an action plan for students and staff for 2022 Work with the Kāhui Ako in this area Establish review timeframe and process for students Review staff wellbeing Pause, Breathe, Smile programme PD for teachers and implement with children in classrooms 	<ul style="list-style-type: none"> DPs, Principal, Within School lead teacher, Across School Lead teacher All teachers 	<ul style="list-style-type: none"> Survey term 1 Develop plan over term 1 Review staff wellbeing term 2 PLD day for staff in February 2022 	
4a.3 Hold events when children can come together across the school and build relationships. <i>(All dependant on pandemic settings)</i>	<ul style="list-style-type: none"> Organise The Big Day In Provide extra activities at lunch times Provide a Chill Out Zone Art Festival Support charities through Autism Awareness, Pink Shirt Day, Daffodil Day 	<ul style="list-style-type: none"> Principal, DPs and staff 	<ul style="list-style-type: none"> Term 1 Ongoing Ongoing Term 3 Across the year 	\$500 as a part of CWSN budget

Physical Environment	Action	Who	By when	Any costs?
4b.1 Maintain grounds and buildings to a high standard.	<ul style="list-style-type: none"> • Termly health and safety walk around with property manager. • Any items that need attention to be listed and actioned. • Cyclical Maintenance schedule followed and any projects carried out. • Any necessary equipment kept in good working order or replaced. 	<ul style="list-style-type: none"> • Property Manager and member of SMT • Office staff and Property Manager • Principal and staff • Property manager 	<ul style="list-style-type: none"> • Every term • Every term • As per schedule • As necessary 	<ul style="list-style-type: none"> • Usually within budgets set. Any urgent items over \$2k to be ratified by the Board first.
4b.2 Pool area	<ul style="list-style-type: none"> • Replace broken pumps • Replace pool cover • Replace shade sails and support structure 	<ul style="list-style-type: none"> • Caretaker, contractors 	<ul style="list-style-type: none"> • End of 2022 	<ul style="list-style-type: none"> • To be a special project using accumulated funds
4b.3 Complete drainage behind rooms 12 - 14	<ul style="list-style-type: none"> • Drainage to be laid so the area is useable all year round and access to school gardens available 	<ul style="list-style-type: none"> • Caretaker, contractor 	<ul style="list-style-type: none"> • End of term 2 	<ul style="list-style-type: none"> • To be a special project using accumulated funds
4b.4 Playgrounds	<ul style="list-style-type: none"> • Remove shade structure in top playground • Relay the matting around the playground area by the pool 	<ul style="list-style-type: none"> • Professional playground company or contractors 	<ul style="list-style-type: none"> • End of 2022 	<ul style="list-style-type: none"> • To be a special project using accumulated funds

ACHIEVEMENT TARGET Writing 2022

Strategic Aim: Develop a learning community that raises student achievement and allows all learners to be successful.

<p>Annual aim: Curriculum Design a curriculum to improve student achievement. Reduce barriers to learning for all learners. Have high expectations for all learners.</p>	<p>Relationships Build effective learning relationships between students, teachers, parents and the wider community. Partner with whanau and communities to deliver education that responds to their needs.</p>	<p>Environment Develop and maintain a healthy, stimulating and enriching learning environment that is safe, inclusive and free from racism, discrimination and bullying.</p>
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<p>Annual Objective A group of 57 students will be achieving at the expected curriculum level for their cohort by the end of 2022.</p>	<p>Target: By the end of 2022: The group of 2 Year 2 students will be achieving at the end of curriculum level 1 in Writing. The group of 4 Year 3 students will be achieving at early to mid-curriculum level 2 in Writing. The group of 11 Year 4 students will be achieving at the end of curriculum level 2 in Writing. The group of 19 Year 5 students will be achieving at early to mid-curriculum level 3 in Writing. The group of 21 Year 6 students will be achieving at the end of curriculum level 3 in Writing.</p>
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Baseline Data:
Judgments in the first two terms of 2021 were made using evidence from a range of assessment tools both formative and summative such as ongoing observations of children's writing across the curriculum areas, 6 Year Observation Survey, BURT/Schonell spelling and reading, e-asTTle writing samples, The Literacy Learning Progressions, conferencing notes taken whilst talking to children and peer and self-assessments from students against personal goals and success criteria set together with the teacher. These assessments were difficult to complete during the latter half of 2022 due to lockdown in Auckland and 3 months of distance learning. Teachers made the best judgments that they could, but the data is not reliable.

At the end of 2021, the data showed that 20/81 (25%) of students met the 2021 target to be at or above the expected curriculum level by the end of the year. Therefore, our target group will consist of the same cohort of children as 2022. Even those children who were at expectation by the end of 2021 are not secure in their writing and still highly at risk of not meeting the curriculum expectations of their new year level.

When	What	Who	Indicators of progress
Weeks 1-4 term 1	1. Allow for student voice through learning conversations to establish what engages the students and what they know about their learning. Students' views are recorded and aide teacher's planning.	Class teachers and target children	Student engagement is higher. Student's views are evident in teacher's planning. Students can articulate what their goals are and what helps them learn.
From Term 1 and ongoing	2. Make the progression of knowledge and skills needed in order to reach the end goal clear for students so they can also measure their progress.	Class teachers of target students.	Students know what their goal is and what the progression looks like in order for them to meet the target.
	3. Literacy lead teachers and team to provide support for staff through staff meetings and/or in class observations and modelling of good teaching practice in writing.	Literacy lead teachers	Staff meetings held, lead teachers released to spend time in classes, all classes have daily writing.
	4. Use hands on experiences, pictures and models to promote discussion and motivation.	Class teachers	Students are more motivated to write and write across the curriculum.

	This includes both in and outside of the classroom experiences.		
	5. Use digital technologies and online programmes to engage students such as iPads, tablets, photos and online computer programmes such as SeeSaw.	Class teachers with support from the e-learning team where necessary.	Use of digital technology is evident in classrooms.
Terms 2 and 3	6. All teachers implement ALL intervention in their classes for selected groups of students.	All classroom teachers.	Targeted support is identified and provided. Teachers refine their teaching practice of ALL by: <ul style="list-style-type: none"> • Front loading • Clarifying the context of lessons • Teaching to the expected level • Using technologies to engage parents and students • Making connections with the families and whanau of the ALL students
Term 1 and then ongoing	7. Whanau engagement <ul style="list-style-type: none"> • Teachers, parents and students meet together to discuss the planned intervention. • Work with parents, families and whanau on ways to support their child's learning at home • Teachers provide resources for families to support their children during the ALL intervention • Regular contact is maintained with families • Celebration at the end of the intervention 	Teachers Parents Whānau Students	Parents, families and whanau are more confident to support student learning at home. Parents receive regular formal and informal contact about their child's progress and can add their ideas and suggestions to next steps.
Term 2 onwards	8. Teachers are part of professional learning groups to collaborate and support each other. Time for PLGs is planned for in staff meetings.	Literacy Leaders, Team leaders and teachers	Teachers are discussing progress, reflecting on their teaching practice and making adjustments accordingly. Inquiries show evidence of the teacher's learning and students' progress.
Ongoing	9. Monitor individual student progress and adjust planning.	Teachers, team leaders, Principal	
Term 4	10. Analyse end data to inform future progress and planning.	Leadership Team, Literacy leaders	End of year results are used to inform next steps.
Monitoring	Team meetings are minuted and progress tracked throughout the year. Reports to the Board throughout the year on achievement data through assessments -e-asttle writing/targets/Maori and Pasifika students.		
Resourcing	A budget for Literacy has been set by the Board- details in the annual budget. Also release time for the lead teacher will be provided, and relevant teaching staff through DPs/Principal/class release time. Lead teachers for Literacy are also released to attend PLD as appropriate.		

ACHIEVEMENT TARGET Reading 2022

Strategic Aim: Develop a learning community that raises student achievement and allows all learners to be successful.

Annual aim:

Curriculum

Design a curriculum to improve student achievement.
Reduce barriers to learning for all learners.
Have high expectations for all learners.

Relationships

Build effective learning relationships between students, teachers, parents and the wider community.
Partner with whanau and communities to deliver education that responds to their needs.

Environment

Develop and maintain a healthy, stimulating and enriching learning environment that is safe, inclusive and free from racism, discrimination and bullying.

Annual Objective:

Students in Years 1-5 who do not have an Individual Education Plan and are not receiving instruction in English as a second language, will be reading at the expected level in relation to the New Zealand Curriculum at the end of 2022.

Target:

Year 1 – Mid Curriculum Level 1 (Green on the colour wheel)
Year 2 – End of Curriculum level 1 (Turquoise on the colour wheel)
Year 3 – Mid Curriculum Level 2 (Gold on the colour wheel)
Year 4 – End of Curriculum level 2
Year 5 – Mid Curriculum Level 3

Baseline Data:

Judgments in 2021 were made using evidence from a range of assessment tools both formative and summative such as ongoing observations of children's reading across the curriculum areas, 6 Year Observation Survey, Progress and Achievement Test results, The Literacy Learning Progressions, running records, conferencing notes taken whilst talking to students and peer and self-assessments from students against personal goals and success criteria set together with the teacher. These assessments were difficult to complete during the latter half of 2022 due to lockdown in Auckland and 3 months of distance learning. Teachers made the best judgments that they could, but the data is not reliable.

The data showed that 42% (239/562) of students were below expectation at the end of 2021. On close analysis we notice that after two years of disrupted learning levels of achievement are lower in years 1- 4 rather than years 5 and 6 where students maintained their reading to achieve over 80% at or above expectation. In years 1, 2, 3 and now 4 the data is showing that the children were impacted more by the pandemic and time away from school. This is particularly true of the students in year 2 and 3 who are at the early stages of learning to read. We know that learning to read is one of the most crucial skills to learn and further learning is significantly impacted if children struggle with reading.

As those children who were at expectation by the end of 2021 are not secure in their reading and still highly at risk of not meeting the curriculum expectations of their new year level, our school target is for students in Years 1-5 to be at the expected level of the curriculum by the end of 2022. We know for some students it could take 2 years to make up the difference between their current achievement and expectation. This will be a large group of students for 2022 but in 2023 we will be able to narrow down the group of children still needing to make progress to achieve expectation against the New Zealand Curriculum.

When	What	Who	Indicators of progress
Weeks 1-5 term 1	Review assessment data with staff and determine the particular needs of target students.	Principal, senior management and teachers	Target students have been identified and appropriate programmes planned.
Ongoing	Accelerated learning in Literacy groups embedding acceleration (versus remediation) teaching strategies within classes.	Literacy leaders and teachers	Students are showing appropriate gains in achievement level.

Ongoing	Literacy lead teachers to provide support for staff through staff meetings and/or in class observations and modelling of good teaching practice in Reading.	All teachers	Targeted support is identified and provided.
Term 1	Teacher Only Day with Louise Dempsey and Sheena Cameron with a focus on reading	Louise, Sheena, Principal, Literacy leaders and teachers	Teachers take knowledge and strategies and adapt/use them in their teaching practice.
Term 1 and 3	Literacy team members support teachers in team meetings where targets are reviewed.	Senior management team, Literacy team members, teachers, RR teacher	Targeted support is identified and provided.
Ongoing	Allow for student voice through learning conversations to establish what students know about their learning.	Teachers and Leadership Team	Students can articulate what their goals are and what helps them learn.
Terms 1, 2, 3	Work with parents, families and whanau on ways to support their child's learning at home providing practical ideas and resources for families.	2 Literacy lead teachers	Parents, families and whanau are more confident to support student learning.
Ongoing	Monitor students who have recently completed reading recovery and offer extra support such as Quick 60 to help maintain progress.	Literacy Leaders, Team leaders and teachers	Gains made are sustained.
Term 1 onwards	Targeted interventions e.g., Steps to Literacy programme, Reading Recovery, Quick 60, extra support with Learning Assistants in class.	RTLiT and SENCos, teachers, Reading Recovery teacher, learning assistants	Improved student achievement.
Ongoing	Use digital technologies and online programmes to engage students such as iPads, tablets, photos and online computer programmes e.g., Reading Eggs.	Class teachers	Student engagement is higher. End of year results are used to inform next steps.
Term 4	Analyse year end data to inform progress and planning for the following year.	Leadership Team	
Monitoring	Progress is tracked throughout the year. Reports to the Board throughout the year on achievement data through assessments -Reading Recovery data/targets/Maori and Pasifika students.		
Resourcing	Release time for the lead teacher will be provided, and relevant teaching staff through DPs/Principal/class release time. Lead teachers for Literacy are also released to attend any relevant PLD. The Board provides extra resourcing for teacher aide time to take groups of students and for 3.5 children to receive Reading Recovery in addition to the 3.5 funded by MoE.		